DOCUMENT RESUME

ED 195 760 CE 027 390

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TITLE	Developing a Competency-Based Adult Education (CBAE) Program. A Handbook for Kansas Adult Educators.
INSTITUTION	Dunbar Adult Center, Witchita, Kans.
SPONS AGENCY	Kansas State Office of Postsecondary Education, Topeka.
PUB DATE	[77]
NOTE	79p.; Somes pages will not reproduce well due to light and broken type.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Education; Basic Skills; Community Involvement; *Competency Based Education; Core Curriculum; Curriculum Development; Educational Philosophy; Field Tests; Inservice Teacher Education; Objectives; *Program Development; Program Guides; *Program Implementation; Skills; Student Evaluation; Student Interests; Student Needs
IDENTIFIERS	*Adult Performance Level; Kansas; *Life Skills

ABSTRACT

This handbook for Kansas adult educators presents a process for providing competency-based adult education (CBAE) and supporting materials. The narrative describes and then charts these seven steps in development and implementation of a CBAE program: develop and adapt philosophy, evaluate current program, collect set of goals and objectives from which to select a core curriculum, choose core curriculum based on community consensus, develop program (curriculum, staff inservice training, evaluation of student progress), field test components of the CBAE process, and implement on full scale. Some questions concerning CBAE are then answered. Appendixes, amounting to over one-half of the handbook, include (1) representative statement of philosophy from California, (2) representative statement of philosophy and program evaluation form from New Jersey, (3) student needs and interests assessment tools and program objectives lists (Choosing Competencies or Life Skills materials, including Student Interest Survey, Item Pool, Adult performance level Objectives, and List of Ranked Competencies), and (4) the brief article, Suggestions for Organizing an APL Classroom or Learning Center. (YLB)

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DEVELOPING A COMPETENCY-BASED ADULT EDUCATION (CBAE) PROGRAM

A Handbook for Kansas Adult Educators

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DEVELOPING A COMPETENCY-BASED ADULT EDUCATION (CBAE) PROGRAM

Before a competency-based adult education program can be developed, there must be a need and a desire to adopt this kind of educational process. Once that need and desire has been identified, a systematic approach can be employed, leading to the development and implementation of a competency-based adult education program.

The first step in providing CBAE is to develop and adopt a Statement of Philosophy. Competency-based education is a process, not a product; while there is general agreement as to its purpose and intent, there is no one program that can be implemented. Therefore, states, perhaps even programs, must adopt a philosophy consistent with the general intent of competency-based education and with their own program needs and capabilities. Two representative statements of philosophy--one from California and one from New Jersey--are included in the appendix.

The second step in providing CBAE is to evaluate the current program to determine how it conforms to the newly developed philosophy. This evaluation can identify areas of strength, which should be built upon, and areas of weakness, which should be corrected and strengthened. A sample program evaluation tool is provided in the document, "Competency-Based Adult Education: An Organized Approach to Effective Programming in New Jersey," included in the appendix.

The third step in providing CBAE is to collect a set of goals and objectives (or competencies) which will form the pool from which to select a core curriculum. CBAE stresses the development and achievement of competence in essential skills and knowledge needed for successful functioning in adult life, and a wide choice of such skills and knowledge needs to be provided. Lists of possible goals and objectives are included in the appendix.

The fourth step in providing CBAE is to choose from the pool those goals and objectives that are most appropriate and essential to the needs of the students and the community which the program will serve. These goals and objectives can be ranked by students, teachers, administrators, community members, and businesses and industries in order to determine those that are most essential and desirable. These will form the core curriculum of program. The list of objectives used in the CalComp Process (included in the appendix) illustrates this ranking procedure.

The fifth step in providing CBAE is to develop the program. At this point, weaknesses identified during the program evaluation are corrected. Also, the curriculum is developed, and a variety of materials and teaching methods are gathered in order to meet the needs of individual students. Staff inservice and training is provided to enable teachers to choose and use (or create when necessary) competency-based materials; to organize their classes in different ways; and to use learning centers, programmed materials, peer tutoring, and independent and small group learning as a means of helping students achieve objectives. A systematic method of evaluating student progress is implemented to aid students and teachers in setting and reaching goals and to certify achievement of competence.

The sixth step in providing CBAE is to field-test the components developed in the previous steps and gather data on the effectiveness of the materials and methods and to revise them as necessary. Field-testing may involve implementing only one or several components and may cover an extended period of time if a program does not have the resources or opportunity for complete CBAE implementation. Movement from a traditional ABE program to a competency-based one requires a period of transition, and the time period for correcting weaknesses and for testing components must be seen as that transition period.

The final step to providing CBAE is to implement the full program, complete with the revised materials and methods and the steps taken to correct program weaknesses. Since CBAE is an ongoing process, implementation must be seen as a testing situation. If weaknesses or problems are discovered, efforts should be made to correct them. Evaluation should be ongoing so that the process can be continually upgraded to best meet the needs of the students and the community that it serves.

DEVELOPING A COMPETENCY-BASED ADULT EDUCATION PROGRAM

Step	Purpose	Resources
Adopt philosophy of competency-based education	To provide clear directions for choosing objectives and teaching learning materials and methods.	CalComp Statement of Philosophy; New Jersey Statement of Philosophy; CBAE Literature; Input from community; Input from colleagues across State; Input from teachers and administrators.
Collect set of goals and objectives from which to select a core curriculum	To provide a wide choice of essential skills and knowledge needed in major areas of adult life.	APL Objectives; Clovis Adult School list; New Jersey Interest Survey; Living-Skills Item Pool; Input from Community Members, Business and Industries, Students, Teachers, and Administrators; State Lists of Functional or Minimum Competency Requirements
Choose core curriculum based on community consensus	If representatives from all segments of society list objectives in order of priority, entire community will likely support a basic curriculum to be taught to all students to a specified level of competence.	Various methods of ranking objectives.

Step	Purpose	Resources
Program development: a. Curriculum	To provide a variety of materials and methods to meet individual needs.	Commercial Publishers, Bibliographies from across the country;
b. Staff in-service training	To train staff to choose and use (or create when necessary) competency-based materials; to organize classes in different ways; to use learning centers, programmed materials, peer tutoring, independent and small group learning.	Staff development workshops; Input and assistance from Special Projects coordinated by State Department of Education.
c. Evaluation	To provide comprehensive, continuous assessment of student progress; to certify competence.	
Field-test components of the CBAE process	To get data on the effectiveness of materials and methods; to revise them on basis of field trials.	Cluster meetings; staff development workshops; Special Projects coordinated by State Department of Education.
Full-scale implementation	To test comprehensive program and get data for further development.	Cluster meetings; staff development workshops; Special Projects coordinated by State Department of Education.

*Adapted from the CalComp (California Competency) Model Process for Developing a Competency-Based Adult High School Diploma Program.

Some Questions (And Answers)

Concerning Competency-Based Adult Education

Some Questions (And Answers) Concerning Competency-Based Adult Education

1. What is competency-based adult education?

Competency-based adult education is a process leading toward the demonstrated mastery of the basic and life-skills necessary for an individual to function in society.

It has certain distinguishable features, most notably that it is education based on assessment, clearly stated objectives, and individualized instruction.

COMPETENCY-BASED ADULT EDUCATION PROCESS

ASSESSMENT:

- Measures individual competencies, skills and interests
- Determines objectives
- Is an ongoing process
- Focuses on outcomes
- Measures competencies by performance

OBJECTIVES:

- Identify basic requirements for adult living
- Are keyed to competencies needed to function successfully
- State clearly defined outcomes
- Are based on performance requirements

INDIVIDUALIZED INSTRUCTION:

- Is developed jointly by learner and education staff
- Is based on learner's needs and interest
- Focuses on tasks that are relevant to everyday living
- Stresses application of fundamental skills to practical situations

- Is self-paced
- Makes use of a variety of resources
- Provides continuous feedback
- Has success measured by actual demonstration of learning outcomes in real life situations

Competency-based adult education objectives are always clearly stated. Students are pre-tested, then provided instruction in only those objectives which are needed, and finally post-tested on those same objectives. If students demonstrate ability in the competency by passing the pre-test, they are given credit for that competency immediately. Time is not a factor in determining credit--only performance.

CBAE should be reviewed as an evolutionary process rather than a revolutionary one. It can start with one teacher in one class.

Suggested beginning steps
- provide CBAE awareness activities for staff
- get 1-3 volunteer teachers (any course can be taught in a competency-based manner)
- provide support - materials
  - inservice
- visit site using CBAE
- provide substitute for teacher to visit other competency-based classes
- bring inservice demonstration to individual teacher/class

CBAE materials have been developed. Simply having or using the materials does not necessarily constitute a competency-based program. The use of competency-based materials in a traditional setting is in fact a transitional period toward a fully developed CBAE program. It is a beginning commitment to CBAE.

Teachers can add survival skills where they are appropriate gradually, rather than making radical changes. For example, a math teacher may incorporate units on credit, income tax, and comparative shopping.

Teachers can choose objectives that meet students' needs (based on needs assessment). The students may choose from a short list presented by the teacher. If there are mandated items, students may choose which to do first in cases where sequence is not essential.

PROGRAM STRUCTURE

TRADITIONAL	TRANSITION	COMPETENCY-BASED EDUCATION
1. Seat time is required 2. Regular attendance is required. 3. Credit awarded on time basis. 4. Curriculum is set.	Set curriculum is reshaped in competency terms to meet agreed upon goals.	1. Time is not a factor 2. Attendance not required. 3. Credit awarded upon mastery, independent of time. 4. Curriculum varies according to needs of students. Interdisciplinary courses in one class dealing with many life competencies OR Subject area courses such as English incorporating competencies OR Competencies taught in learning centers

2. How can competencies be implemented in a traditional program in transition to CBAE?

In a competency-based approach to teaching, the teacher identifies clearly what will be taught and tested so that both teacher and student are aware of what is to be taught and what is to be learned.

Typically;
(a) Pre-post tests are given.
(b) Students are not required to learn what they already know.
(c) Group and individual instruction are interchangeable; presentation is made to group, practice is individualized.
(d) Basis for awarding credit is established before the class is taught and made clear to students.
(e) Staff selection is consistent with philosophy of CBAE.
(f) In addition to course requirements, instruction should be focused on minimal functional competencies.

A carefully selected staff, willing to experiment and change, is needed to handle the varied needs of students.

3. How can competencies be implemented in different settings such as classrooms and learning centers?

There are few differences in the instruction. Small groups and individualized instruction are essential to CBAE.

The following are general guidelines:

(a) Examine subject-matter curriculum and divide it into smaller units of progressive steps leading to a desired outcome.
(b) Determine which competencies will be incorporated into the subject matter and into which specific unit.
(c) Prepare pre-post tests for each units of competency.
(d) Determine arrangements for assessment:

- assessment corner
  or
- separate room
  or
- teacher/assessor/aide/peer tutor
  or
- counselor

(e) Assess student.
(f) Evaluate results and prescribe needed unit of course work.

(g) Initiate instruction at the appropriate level. If desired by teacher and students and circumstances permit, add enrichment material when students have mastered competencies at the minimal level.
(h) Post-test - reassess after course work.

4. How can competencies be implemented in a multi-level situation?

ABE and ESL classes are the most frequently found multi-level classes. Teachers can take advantage of the assets of the multiple levels of the students.

Here are some suggestions:

(a) Divide competencies into segments which can be taught in short time periods in order to reduce absenteeism.
(b) There is no need to have modules written at three different reading levels for your students. Given a certain kind of material, identify the lowest level that will adequately handle the words and concepts. The students will learn language as well as concepts; e.g., in First Aid write, "Stop the bleeding." ESL students will learn the phrase, ABE students will learn how to write it. The concept will be demonstrated, with some students discussing it.
(c) Give a general pre-test for reading level of students. Administer each competency's specific pre-test (orally and/or written).
(d) Students work in small groups of two to four. Advanced students help the less skilled students. The advanced students will increase interpersonal as well as problem-solving skills (i.e., communicating an idea or concept to a less knowledgeable peer, while reinforcing communication skills).
(e) Have students check their own progress.
(f) Post-test.

SOURCES

CBAE Definition and Process Outline: Developed by Mary Jo Westwood, Coordinator. Adult Learning Center, 310 North Providence Road, Columbia, Missouri 65201

Other Material: "Adult Competencies: How to Use Them." Competency-based Live-ability Skills Project. Elna M. Dimock, Director. Clovis Adult School, 914 Fourth Street, Clovis, California 93612

APPENDIX 1

CBAE: Statements of Philosophy

And

Program Evaluation Forms

Statement of Philosophy:

California

Statement of Philosophy

A COMPETENCY-BASED ADULT HIGH SCHOOL DIPLOMA PROGRAM

The goal of competency-based adult education is to provide an educational framework that is relevant to the practical needs of adults, and includes the proficiencies necessary for competence in today's world. In order to construct and implement a competency-based adult diploma program, the CalComp Committee recommends the adoption of the following philosophical precepts:

The basis for awarding diplomas and/or certificates will be demonstrated competence.

Within the credit-earning structure of traditional curricula, demonstrated competence will be the basis for receiving credit in all courses.

Minimum competencies shall be determined. All learners shall be encouraged to exceed the minimum level of competence consistent with individual need, interest, and capability.

To ensure the success of every learner, experiential prerequisites will be established, assessed, and certified as entry requirements into specific courses and programs.

Alternative means, in terms of time, place, programs, and formats shall be provided to give adult learners the opportunity to achieve their educational goals.

Learners who cannot or do not demonstrate all of the competencies required for the adult diploma will receive certification of those competencies they have demonstrated.

Adult learners differ from elementary and secondary pupils, and therefore require unique instructional content, strategies, materials, and assessment.

All educational constituents (students, teachers, counselors, administrators, community representatives, local, state, and federal agencies) shall actively participate in determining the goals of curricula.

Curriculum will be structured in such a way as to require the continuous and extensive interaction of basic skills in every content area where this can possibly be accomplished.

Competency can be demonstrated, assessed, and certified in a number of ways. For example: by examination, by documented work experience, and by the successful completion of classes.

The assessment and certification of competencies shall be ongoing and continuous throughout courses and programs.

The competency-based adult diploma is a renewed commitment to the educational needs of learners in California, and is aimed toward functional competence for all adults. Functional competence shall be the basic requirement for granting the adult diploma. It is believed that the competency-based diploma program for adults is uniquely designed for adult learner interests, abilities, and sensibilities. This achievement is the result of the formulation and promotion of an educational framework with a sound philosophical basis that reflects the uniqueness of each community's adult education program in California.

Adopted by the CalComp Committee, June 3, 1977. The CalComp Committee was organized and is directed by the Adult Education Field Services Section, California State Department of Education.

Statement of Philosophy and Program Evaluation Form:

New Jersey

COMPETENCY-BASED ADULT EDUCATION:

AN ORGANIZED APPROACH TO EFFECTIVE PROGRAMMING

IN NEW JERSEY

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PUBLISHED BY:

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Beverly Galley Schwartz, Director

COMPETENCY BASED ADULT EDUCATION:

AN ORGANIZED APPROACH TO EFFECTIVE PROGRAMMING IN NEW JERSEY

Competency-Based Adult Education (CBAE) involves the adult learner in a personalized educational process which emphasizes the achievement of demonstrated outcomes significant to each individual learner, now and in the future. The personalized educational process focuses on learning basic skills within the context of the adult's interests, needs and personal goals. Individual learning programs, developed cooperatively with the adult learner and the adult education staff reflect the educational needs of the student in communication (reading, writing, speaking, listening) and computation as these skills apply to the expressed goals and interests of the student. In addition to basic skills and relevent information, the student may need to develop process skills such as problem solving, interpersonal relations, etc. Ultimately the success of the learner's program is measured by the actual demonstration of learning outcomes in real situations. The demonstration of learning outcomes does not isolate the measurement of skills and knowledge, but integrates the skills and knowledge into specific performance tasks. Though Competency-Based Adult Education is a relatively new term, its characteristics are familiar to many adult educators in New Jersey. Basic skill programs throughout the state have successfully implemented components of this process to ensure effective programming.

Competency-based programs share some common elements. First, all possible learning resources and learning environments within the adult education program and the community are used to their maximum extent. This means that the learning resources which the adult learner taps and builds into his/her program encompass any community person, educational course, community agency, fellow student or any source of information which will enable the student to achieve his/her learning outcomes. Learning is not confined to a book or a classroom, but can take place anywhere at anytime.

This type of educational programming epitomizes flexibility and choice. There is a policy of open enrollment/open exit which allows the adults to begin their learning program when it is appropriate, work at their own pace and leave the program when they have accomplished their goals. The curriculum is not pre-established but is developed for each individual according to his multiple needs. Many curricular options and types of learning activities are available depending on the individual adult's needs and interests. The identification of

appropriate curricular areas and learning activities is cooperatively planned and mutually agreed upon by the adult and the staff. These decisions are made through a continuous assessment of the basic skills, special interests and immediate and future goals. A learning contract is developed based on this assessment. If the student's needs change, the program is flexible enough to accomodate the student and change the contract. This continuous assessment is conducted on a formal and informal basis through counseling, testing, interest inventories, discussions, etc.

Not only are individual student programs continuously assessed and reassessed, but the total program effort needs to be evaluated on an ongoing basis. If an aspect of the program can be streamlined to ensure greater effectiveness, the program is flexible enough to take the necessary action and change.

To successfully implement a flexible program with maximum use of all learning options, an open communication system must be established between staff members as well as between staff and students. The coordination of these options and the effective use of these options is based on staff members sharing information about what is available, how it can be used and with whom it is most effective. Throughout the program, the student must be informed about the expected outcomes, how they can be accomplished and what evidence will show that the outcomes have been accomplished. There is no mystery about the learning program; the student receives continuous feedback about his/her progress.

Finally with the successful completion of the learning program, the adult is formally recognized. This formal recognition can be in the form of a certificate, high school or college credit, or a diploma. This final step confirms the adult's accomplishments. The recognition lends validity to the student-engendered learning process.

Although CBAE can be simply defined as a personalized/individualized educational process through which an adult develops and demonstrates the basic and process skills as they apply to information necessary for carrying out real life functions, the presence of certain components in the process is essential. Moreover, the effectiveness of the personalized program which is developed for the individual learner will depend to a large extent on the degree to which these components are present.

I. NECESSARY LEARNER COMPONENTS

A. ASSESSMENT OF LEARNER NEEDS AND INTERESTS.

Instruction becomes personalized only when the individual's needs, interests and life aspirations are translated into meaningful, attainable goals and objectives. This necessitates a careful counseling process through which goals and objectives that will serve as indicators of success are established. Whether the assessment process is carried out utilizing formal instruments, informally, both formally and informally, by the counselor, the teacher or the administrator is of no importance. What is important is the process.

B. DIAGNOSIS OF STUDENT STRENGTHS AND WEAKNESSES.

Instructional programming which capitalizes on the individual learner's strengths promotes successful learning and further motivates the adult. Programming which is tailored to remediate specific areas of weakness saves time, a commodity which the adult cannot afford to waste. It is, therefore, essential that a process for diagnosing student strengths and weaknesses is an integral part of the instructional program. In a CBAE program, diagnosis deals minimally with the basic skills and the areas of information required by the individual to achieve established goals. In so far as possible, diagnosis also deals with the process skills of problem solving, assertiveness, interpersonal relations, etc. Again, how and by whom the diagnostic process is carried out is of no consequence. However, the diagnosis is essential to the development of an individualized program for the learner.

C. DEVELOPMENT OF A PERSONALIZED/INDIVIDUALIZED LEARNING PLAN/ CONTRACT WITH THE ADULT.

The satisfied adult learner is the adult who sees meaning and utility in what he/she is learning. In a CBAE program, a personalized/individualized learning plan must be developed on the basis of the information obtained from the assessment and diagnosis. Therefore, the plan consists of the following parts:

1. Learning outcomes related directly to personal goals and objectives and based on the development of skills and information needed by the adult to achieve the goals and objectives.

2. Learning resources available to assist in the development of skills and information. Such resources include instructional materials, people, places, etc.

3. Learning activities to be utilized. These are as detailed as possible and sequenced in order of difficulty to ensure success. A variety of approaches is used based on the preference and learning style of the adult. A few examples are large and small groups, peer instruction, independent work, A-V instruction, etc.

4. Indicators that learning outcomes are being achieved. Such indicators run the gamut from a paper-pencil test to the successful performance of a real life task such as opening a checking account.

D. CONTINUOUS ASSESSMENT, DIAGNOSIS AND MODIFICATION OF THE LEARNING PLAN, INCLUDING FEEDBACK TO THE ADULT REGARDING HIS/HER PROGRESS.

As learning takes place, needs, interests and aspirations change, and along with these, goals and objective also change. Learning occurs within and independently from the instructional program. Continuous diagnosis to keep pinpointing what learning has taken place is essential in the interest of time and efficiency. Based on new data from ongoing assessment and diagnosis, the instructional plan is modified to better serve the adult.

II. NECESSARY PROGRAM COMPONENTS

A. ONGOING RECRUITMENT/STUDENT FOLLOW-UP.

Ongoing recruitment involves the continuous use of a variety of techniques such as announcements in the newspapers, radio announcements, brochures, posters, flyers, word of mouth, direct recruitment by staff, paid recruiters, referrals from other agencies, recruitment by cooperating or co-sponsoring groups or agencies, etc.

Student follow-up is conducted on a continuous basis to identify why the student has left the program and alternatives to program completion. Some methods of follow-up include phone or written inquiry, direct contact by a staff member, etc.

B. OPEN ENROLLMENT/OPEN EXIT.

Students enroll anytime during the school year, work at their own pace and complete their program when they have met their goals.

C. INTEGRATION OF PROGRAMMING.

ABE, GED, AHS, Life Skills and CBAE are integrated regardless of funding source and reporting requirements. ESL and EFB are also integrated into this basic programming when appropriate. Students have access to the teacher time, resources, curricula, learning activities, etc., of all adult education programming.

D. UTILIZATION OF A VARIETY OF LEARNING OPTIONS.

All learning options within the program and the community are used. Examples of these options are all adult/community education programming, library services, social service agencies, colleges and community colleges, business and industry, etc.

E. INTEGRATION OF COUNSELING.

The counseling process is integrated into all aspects of programming. Sound counseling practices and techniques are an integral part of intake, assessment, instructional planning and programming in CBAE. They are not restricted to a specific staff member, time, or place.

F. ONGOING STAFF DEVELOPMENT/COMMUNICATIONS.

Staff development activities are designed in accordance with the philosophy of CBAE, i.e., personalized/individualized flexible and optional.

Communication among all staff members is necessary for providing maximum learning options to students.

G. COOPERATIVE PLANNING.

All staff members are involved in developing the program and coordinating the various program components and processes. The staff "buys into" the integrated concept and makes a commitment to staff development, open communication, and flexibility. Staff members cooperate in establishing program goals and planning strategies to meet these goals.

H. UTILIZATION OF TIME.

Utilization of instructional time is flexible to allow for teacher/student conferences, counseling, preparing personalized learning plans, obtaining appropriate resources, comcunicating with other staff members and evaluating the program. Time is planned into every teacher's schedule for these activities.

I. MATERIALS.

A wide range of appropriate curricular/instructional materials is available and easily accessible to all teachers. To effectively meet the individual needs of the student, materials are on a variety of subjects at various skill levels. Materials are housed and organized so that all teachers can easily obtain those suitable to the particular learning activity.

J. STUDENT RECORDS.

A student record system is established for managing individual student learning programs and for reporting student progress. The system documents personalized learning plans, student activities, progress in skill areas, and statistical information.

K. STUDENT RECOGNITION.

A system is established for recognizing student progress and accomplishment, such as certificates, academic credit, diplomas, etc.

L. ONGOING PROGRAM EVALUATION.

The program is continually monitored to see that it contains components and to make adjustments where necessary. This monitoring includes evaluation by program staff and administration, students and AERC's.

CURRENT BIBLIOGRAPHIES/PRODUCTS LISTINGS

1. Competency-Based Curriculum Materials

   I C E D S Project
   5350 University Avenue
   San Diego, California 92105

2. Competency-Based Adult Education Profile and Related Resources

   Division of Adult Education
   U.S.O.E.
   Department H.E.W.
   Washington, D. C. 20202

3. Competency-Based Adult Education Bibliography

   National Adult Education Clearinghouse
   National Multimedia Center
   Montclair State College
   Upper Montclair, New Jersey 07043

4. Bibliography of Adult Performance Level (APL) Resources

   Adult Education Center
   School of Continuing Education
   Indiana University of Pennsylvania
   Indiana, Pennsylvania 15705

5. Annotated Bibliography on Applied Performance Testing

   and

6. Annotated Bibliography on Minimum Competency Testing

   Clearinghouse for Applied Performance Testing
   Northwest Regional Educational Laboratories
   710 SW Second Avenue
   Portland, Oregon 97204

7. APL/ABE Materials for teaching functional literacy in North Dakota Programs:

   A Project Bibliography

   Dickinson Public School District
   Dickinson, North Dakota 58601

8. ADELL Products Listings

   Spring 1979 Issue No. 1
   Summer 1979 Issue No. 2

   and

9. Catalog of Adult Education Projects

   FY. 1978 and FY. 1979

   Clearinghouse ADELL
   Rockville, Maryland 20852

10. The ABC's in APL: An Annotated Bibliography of Materials Related to the Adult Performance Level General Knowledge Areas

    APL Project
    Division of Extension
    103 Extension Building
    University of Texas at Austin
    Austin, Texas 78712

11. Competency Based Education Sourcebook

    Northwest Regional Education Educational Laboratories
    710 SW Second Avenue
    Portland, Oregon 97204

NOTE: Although Clearinghouse ADELL has been discontinued, your Resource Center and the Resource Dissemination Center have their listings.

CBAE ASSESSMENT INSTRUMENT

This instrument measures the degree of presence of operational programmatic components which form the basis of CBAE. Although the components are categorized as pertaining either to the learner's program or to the overall organization and structure of the adult education program, they are all closely interrelated and essential to the CBAE process. The degree to which each component is in evidence and operational is assessed on the following scale:

1 = operational
2 = somewhat operational
3 = being planned
4 = not anticipated

Part I: Learner Components

1.	The adult learner's educational program is personalized through an assessment of his/her needs, interests and aspirations.	1	2	3	4
2.	The adult learner's educational program includes a thorough counseling process leading to the establishment of his/her personal goals and objectives.	1	2	3	4
3.	The adult learner's strengths and weakresses as they relate to the achievement of established goals and objectives are diagnosed in terms of the following areas:				
	a. Basic communication skills	1	2	3	4
	b. Basic computational skills	1	2	3	4
	c. Required information/knowledge	1	2	3	4
	d. Process skills such as problem solving, interpersonal relations, etc.	1	2	3	4
4.	A personalized/individualized learning plan/contract is developed with each adult learner and contains the following parts:				
	a. Learning outcomes related to personal goals	1	2	3	4

b. The development of needed skills and information 1 2 3 4

c. Learning resources available for the development of skills and information 1 2 3 4

d. Sequenced learning activities 1 2 3 4

e. Indicators of achievement of learning outcomes 1 2 3 4

5. The adult learner receives feedback regarding his/her progress on a regular basis. 1 2 3 4

6. The assessment of the adult learner's needs, interests and aspirations and the diagnosis of his/her strengths and weaknesses is continuous. 1 2 3 4

7. Based on data from continuous assessment and diagnosis, the adult learner's personalized learning plan/contract is modified as necessary. 1 2 3 4

Part II: Program Components

1. Recruitment is accomplished through a variety of the following strategies:

a. Media 1 2 3 4

b. Adult education brochure 1 2 3 4

c. Cooperative referral systems with other agencies, programs, business, industry, etc. 1 2 3 4

d. Word of mouth 1 2 3 4

e. Outreach (satellite sites) 1 2 3 4

f. Use of recruiters 1 2 3 4

g. Other (e.g. community meetings, PTA, posters) 1 2 3 4

2. Recruitment is ongoing 1 2 3 4

3. Follow-up of students who have left the program is accomplished through a variety of the following strategies:

a. Telephone 1 2 3 4

	b. Letters/post cards	1	2	3	4
	c. Personal contact by counselor, teacher, administrator, etc.	1	2	3	4
	d. Other (e.g., paraprofessional, volunteer)	1	2	3	4
4.	Follow-up of students who demonstrate lack of interest in continuing their program is accomplished through a variety of the following strategies:				
	a. Telephone	1	2	3	4
	b. Teacher conference	1	2	3	4
	c. Counselor conference	1	2	3	4
	d. Administrator conference	1	2	3	4
	e. Other	1	2	3	4
5.	A policy of open enrollment allows adult learners to enter the program at any time it is necessary or convenient to them	1	2	3	4
6.	Flexible scheduling allows varied attendence patterns	1	2	3	4
7.	Program components (ABE, GED, AHS, Life Skills, CBE, ESL and EFB) are integrated, regardless of funding sources and reporting requirements, in order to provide the adult with flexible learning options in terms of curricula, learning activities, teacher time, resources, etc.	1	2	3	4
8.	The variety of learning options includes utilization of the following community resources:				
	a. Adult/community education courses	1	2	3	4
	b. Library services	1	2	3	4
	c. Social service agencies	1	2	3	4
	d. Community/four year colleges	1	2	3	4
	e. Business/industry	1	2	3	4
	f. Other (e.g., CETA program, religious organizations, community organizations)	1	2	3	4

9.	Counseling is continuous and is integrated into all aspects of programming.	1	2	3	4
10.	Staff development and communication are ongoing.	1	2	3	4
11.	Staff development activities are:				
	a. Personalized/individualized	1	2	3	4
	b. Planned	1	2	3	4
	c. Flexible	1	2	3	4
	d. Optional	1	2	3	4
12.	Program planning, development and coordination (integration) are effected cooperatively through total staff participation.	1	2	3	4
13.	Paid time is made available to teachers for instructional preparation and for counseling (assessment and diagnosis of learner needs).	1	2	3	4
14.	A wide range of appropriate curricular/instructional materials is easily accessible to all teachers.	1	2	3	4
15.	A record system exists for managing individual learning plans and for documenting and reporting student progress and statistical data.	1	2	3	4
16.	Student progress and accomplishment is recognized through the following:				
	a. Certificates	1	2	3	4
	b. Academic credit	1	2	3	4
	c. Diplomas	1	2	3	4
	d. Other (e.g., CEU's)	1	2	3	4
17.	Program evaluation is continuous and carried out cooperatively by:				
	a. Administration	1	2	3	4
	b. Staff	1	2	3	4
	c. Students	1	2	3	4
	d. Adult Education Resource Center staff	1	2	3	4

Program Evaluation Forms:

Wichita

*These forms are being revised with the assistance of the College of Education, Wichita State University.

1. When the student enters the program, do you administer a pre test? Which one?

2. How long dies it take the student to complete the test?

3. How do you use the scores?

4. Do you develop individual educational plans for and with the student?

   Are these formal, written plans or informal, verbal plans?

5. How often do you revise these plans or go over them with the student?

6. What kind of records do you keep for each student?

7. What book or books do you start an ABE student off with?

   GED students?

8. Do you use any audio or visual teaching aids?

9. Do you make use of lectures or other teacher-directed instruction in addition to textbook programmed instruction?

10. Do you have group activities?

11. What is your average daily pupil load?

12. On the average, how many of these are ABE students?

    GED students?

*These forms are being revised with the assistance of the College of Education, Wichita State University.

13. Do your students use the Cambridge pre-GED and GED series?

    Is this for all or part of their instruction?

14. Do your students use the Contemporary GED series?

    Is this for all or part of their instruction?

15. Do your students use other books?

    Which ones?

    Is this for all or part of their instruction?

Wichita Public Schools
DIVISION OF VOCATIONAL AND CONTINUING EDUCATION
Dunbar Adult Center
923 Cleveland
WICHITA, KANSAS 67214
(316) 265-9551

ABE/LIFE SKILLS SURVEY

1. What is your definition of life-skills?

2. How did you formulate this definition? Is it based on your own feelings, on things you've read or heard, or on all of these things?

3. Do you teach life-skills in your ABE-GED classroom?

4. If you do teach life-skills, how does this teaching take place? Is it formal instruction through the use of texts and worksheets or is it informal instruction through conversations and examples given in response to students' questions? Is it both?

5. What percentage of the total time a student spends in class is devoted to teaching/learning life-skills?

6. Do you know what the Adult Performance Level (APL) Program or Concept is? If so, please write out your definition or description of it.

*These forms are being revised with the assistance of the College of Education, Wichita State University.

7. If you have been teaching APL/Life-skills, what are your feelings about the success and usefulness of such instruction? Can you list some of your students' feelings, comments, and reactions?

8. Do you think the APL program or concept is a part of traditional ABE or GED instruction? If not, do you think it could or should be a part of it? Why?

9. If you have not been teaching APL/Life-Skills, do you have plans to incorporate life-skills into your ABE or GED program? What are they and when will they be in effect?

*These forms are being revised with the assistance of the College of Education, Wichita State University.

10. Would you like to see information and ideas on how to incorporate life-skills into an ABE or GED program? Do you feel there is a need for such information across the state?

*These forms are being revised with the assistance of the College of Education, Wichita State University.

SURVEY, 4

11. Please list the books used in your program. List the major instructional books first and supplemental books last. After listing your books, please rank them according to the ones you feel provide the most life-skills instruction.

MAJOR TEXTBOOKS	MOST LIFE-SKILLS INSTRUCTION
	#1
	#2
	#3
	#4
	#5
	#6
	#7
	#8
	#9
	#10
SUPPLEMENTAL TEXTBOOKS	

APPENDIX 2

Student Needs and Interests Assessment Tools

And

Program Objectives Lists

Choosing Competencies or Life-Skills:

Student Interest Survey

Adapted from ESL Student Interest Survey
Adult Education Resource Center
Jersey City State College
Jersey City, New Jersey 07305

INTEREST SURVEY

Your adult education teacher can help you learn about many things. You can help your teacher prepare more interesting materials for you by taking a little time to tell the teacher what you would like to talk about and work on in class and what you need to work on in addition to reading, math, and other basic skills.

We are going to list a number of topics. Some you might like to learn about and talk about very much. Others might not be interesting at all. Please feel free to give us your honest opinion.

If you would enjoy talking about this and think it is very interesting, circle the 3. (3)

If you think it might be interesting, circle the 2. (2)

If you think this topic is not interesting, circle the 1. (1)

If you have no opinion, circle the 0. (0)

If you do not understand, circle the X. (X)

If you already know a lot about this topic and do not feel you need to learn more, circle the +. (+)

	Topic	Very Interesting 3	Interesting 2	Not Interesting 1	No Opinion 0	Don't Understand X	Know Enough +
1.	Discuss what kind of job is best for you	3	2	1	0	X	+
2.	Read job descriptions	3	2	1	0	X	+
3.	Learn about job qualifications	3	2	1	0	X	+
4.	Discuss how to look for a job	3	2	1	0	X	+
5.	Read newspaper ads for jobs	3	2	1	0	X	+
6.	Learn about employment agencies	3	2	1	0	X	+

Topic	Very Interesting 3	Interesting 2	Not Interesting 1	No Opinion 0	Don't Understand X	Know Enough +
7. Discuss how to apply for a job	3	2	1	0	X	+
8. Write resumes	3	2	1	0	X	+
9. Fill out application forms	3	2	1	0	X	+
10. Learn how to take employment tests	3	2	1	0	X	+
11. Learn how to speak in a job interview	3	2	1	0	X	+
12. Learn about deductions from a job paycheck	3	2	1	0	X	+
Discuss job benefits:						
13. vacation time	3	2	1	0	X	+
14. sick leave	3	2	1	0	X	+
15. medical insurance	3	2	1	0	X	+
16. social security	3	2	1	0	X	+
17. pensions	3	2	1	0	X	+
18. life insurance plans	3	2	1	0	X	+
19. unemployment insurance	3	2	1	0	X	+
20. labor unions	3	2	1	0	X	+
Discuss job problems:						
21. lay offs	3	2	1	0	X	+
22. firing	3	2	1	0	X	+
23. quitting	3	2	1	0	X	+
Learn how to order and pay in						
24. restaurants	3	2	1	0	X	+
25. Read and understand menus	3	2	1	0	X	+
26. How to tip	3	2	1	0	X	+
Discuss and learn how to find and rent an apartment:						
27. Reading leases	3	2	1	0	X	+
28. Learning about real estate agencies	3	2	1	0	X	+
29. Read newspaper ads for apartments	3	2	1	0	X	+
30. Learn about hidden costs	3	2	1	0	X	+
31. Discuss how to select a location	3	2	1	0	X	+
32. Learn the law for renting	3	2	1	0	X	+
Discuss and learn how to find and buy a house:						
33. Reading newspaper ads	3	2	1	0	X	+
34. Learn about real estate agencies	3	2	1	0	X	+
35. Understanding mortgages	3	2	1	0	X	+
36. Discuss how to select a location	3	2	1	0	X	+
37. How to find a lawyer	3	2	1	0	X	+
38. Learn about hidden costs	3	2	1	0	X	+

Topic	Very Interesting	Interesting	Not Interesting	No Opinion	Don't Understand	Know Enough
	3	2	1	0	X	+
Learn about how to buy a car by:						
39. Reading consumer guides	3	2	1	0	X	+
40. Learn how to get a loan for a car	3	2	1	0	X	+
41. Reading newspaper ads	3	2	1	0	X	+
42. Deciding which to buy--a new car or a used car	3	2	1	0	X	+
Learning how to maintain a car by:						
43. Discussing when to take it to a garage	3	2	1	0	X	+
44. Learning how to repair it yourself	3	2	1	0	X	+
Discuss how to pay for goods and services:						
45. When to pay cash	3	2	1	0	X	+
46. When to take out loans and how to	3	2	1	0	X	+
47. The good and bad of charge accounts	3	2	1	0	X	+
48. When to use lay-away	3	2	1	0	X	+
49. The good and bad of credit cards	3	2	1	0	X	+
50. How to use a checking account	3	2	1	0	X	+
Discuss how to buy clothes:						
51. Reading labels	3	2	1	0	X	+
52. Understanding sizes in the U.S.	3	2	1	0	X	+
53. The hidden costs of clothes	3	2	1	0	X	+
Discuss how to buy food:						
54. Learning about unit pricing	3	2	1	0	X	+
55. The good and the bad of packaging	3	2	1	0	X	+
56. Learn how to use a bank	3	2	1	0	X	+
Learn how to find the best buy:						
57. Learn how to compare weights	3	2	1	0	X	+
58. Learn how to compare sizes	3	2	1	0	X	+
59. Learn how to compare prices	3	2	1	0	X	+
60. Learn how to compare quality	3	2	1	0	X	+
61. Learn about wholesale prices and retail prices	3	2	1	0	X	+
62. Learn when you can and can not bargain in the U.S.	3	2	1	0	X	+
63. Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X	+
64. Discuss warranties and how to use them	3	2	1	0	X	+
65. Discuss how to exchange goods	3	2	1	0	X	+
66. Discuss how to buy furniture and appliances	3	2	1	0	X	+

We would like you to now think about all of these topics again. This time do not think about what you would like to learn. Think about what you need to learn. Often we know that we need to learn about something and yet we really are not that interested in the subject.

For example: I have a friend. He needs to learn about how to prepare his income tax. But he really does not like to work with numbers. He has delayed learning how to do his income tax for several years. Each year he has to pay an accountant to prepare the forms.

He needs to learn how to do his taxes. But he does not enjoy learning this.

Sometimes we enjoy talking about a subject. We know a lot about this topic and so we don't need to learn that much about it.

For example: Some of my students like to talk about where they buy their groceries and where they can find the best buys. They know a lot about buying food and how to look for a good bargain.

They don't need to learn about buying food. But they enjoying talking about this.

In the next section, we would like you to indicate which topics you really feel that you need to learn about. You may need to learn about it now or you may be able to use this information in the future.

Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
67. Discuss what kind of job is best for you	3	2	1	0	X
68. Read job descriptions	3	2	1	0	X
69. Learn about job qualifications	3	2	1	0	X
70. Discuss how to look for a job	3	2	1	0	X
71. Read newspaper ads for jobs	3	2	1	0	X
72. Learn about employment agencies	3	2	1	0	X
73. Discuss how to apply for a job	3	2	1	0	X
74. Write resumes	3	2	1	0	X
75. Fill out application forms	3	2	1	0	X
76. Learn how to take employment tests	3	2	1	0	X
77. Learn how to speak in a job interview	3	2	1	0	X

	Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
78.	Learn about deductions from a job paycheck	3	2	1	0	X
	Discuss job benefits:					
79.	vacation time	3	2	1	0	X
80.	sick leave	3	2	1	0	X
81.	medical insurance	3	2	1	0	X
82.	social security	3	2	1	0	X
83.	pensions	3	2	1	0	X
84.	life insurance plans	3	2	1	0	X
85.	unemployment insurance	3	2	1	0	X
86.	labor unions	3	2	1	0	X
	Discuss job problems:					
87.	lay offs	3	2	1	0	X
88.	firing	3	2	1	0	X
89.	quitting	3	2	1	0	X
90.	Learn how to order and pay in restaurants	3	2	1	0	X
91.	Read and understand menus	3	2	1	0	X
92.	How to tip	3	2	1	0	X
	Discuss and learn how to find and rent an apartment:					
93.	Reading leases	3	2	1	0	X
94.	Learning about real estate agencies	3	2	1	0	X
95.	Read newspaper ads for apartments	3	2	1	0	X
96.	Learn about hidden costs	3	2	1	0	X
97.	Discuss how to select a location	3	2	1	0	X
98.	Learn the law for renting	3	2	1	0	X
	Discuss and learn how to find and buy a house:					
99.	Reading newspaper ads	3	2	1	0	X
100.	Learn about real estate agencies	3	2	1	0	X
101.	Understanding mortgages	3	2	1	0	X
102.	Discuss how to select a location	3	2	1	0	X
103.	How to find a lawyer	3	2	1	0	X
104.	Learn about hidden costs	3	2	1	0	X
	Learn about how to buy a car by:					
105.	Reading consumer guides	3	2	1	0	X
106.	Learn how to get a loan	3	2	1	0	X
107.	Reading newspaper ads	3	2	1	0	X
108.	Deciding which to buy--a new car or a used car	3	2	1	0	X
	Learning how to maintain a car by:					
109.	Knowing when to take it to a garage	3	2	1	0	X
110.	Learning how to repair it yourself	3	2	1	0	X

	Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
	Discuss how to pay for goods and services:					
111.	When to pay cash	3	2	1	0	X
112.	When to take out loans and how to	3	2	1	0	X
113.	The good and the bad of charge accounts	3	2	1	0	X
114.	When to use lay-away	3	2	1	0	X
115.	The good and the bad of credit cards	3	2	1	0	X
116.	How to use a checking account	3	2	1	0	X
	Discuss how to buy clothes:					
117.	Reading labels	3	2	1	0	X
118.	Understanding sizes in the U.S.	3	2	1	0	X
119.	The hidden costs of clothes	3	2	1	0	X
	Discuss how to buy food:					
120.	Learning about unit pricing	3	2	1	0	X
121.	The good and the bad of packaging	3	2	1	0	X
122.	Learn how to use a bank	3	2	1	0	X
	Learn how to find the best buy:					
123.	Learn how to compare weights	3	2	1	0	X
124.	Learn how to compare sizes	3	2	1	0	X
125.	Learn how to compare prices	3	2	1	0	X
126.	Learn how to compare quality	3	2	1	0	X
127.	Learn about wholesale prices and retail prices	3	2	1	0	X
128.	Learn when you can and can not bargain in the U.S.	3	2	1	0	X
129.	Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X
130.	Discuss warranties and how to use them	3	2	1	0	X
131.	Discuss how to exchange goods	3	2	1	0	X
132.	Discuss how to buy furniture and appliances	3	2	1	0	X

If there are any other topics that you enjoy discussing, write them here:

If there are any other topics which you feel you need to learn more about, write them here:

Choosing Competencies or Life-Skills:

Item Pool

LIVING SKILLS EDUCATION FOR ADULTS: Item Pool

Courtesy of W.W. Lee, Adult Education Specialist,
Kansas State Office of Postsecondary Education

In cooperation with The Living Skills Project
Center for Public Affairs
University of Kansas, Lawrence, Kansas 66045
913-864-3701

THE LIVING SKILLS ITEM POOL

INSTRUCTIONS FOR USE. The ITEM POOL is intended to help students, teachers, and programs identify their needs and resources for Living Skills education. It consists of a list of 78 skills in six knowledge areas that contribute effective functioning in daily living situations. The POOL is intended to be used by educators to help develop a general Living Skills educational plan.

We have used two alternative methods to accomplish this task. The first method is for educators of a local program to review the ITEM POOL and to check those items they determine to be important for their students. Any items that are important but that are not on the list should be added.

This list of important items should then be matched with the resources of the local program. For example, several items in the areas of Occupational Knowledge, Consumer Economics, and Health may be identified as being very important. The program may be able to arrange resources (materials and interested teachers) to provide instruction in Occupational Knowledge and Consumer Economics, but not in Health.

The important items identified in the areas of Occupational Knowledge and Consumer Economics area can then be used to survey the interests of the students. By asking the students to rank the important topics in these areas of Living Skills the local program will gain the information needed to begin to design an instructional program that will teach the skills the students deem important in the areas for which the program has resources.

An alternative method is to ask the students who might need or be interested in Living Skills instruction to check all of the items in the pool they feel are important. This survey can then be summarized. It will show what the students feel are the most important skills. The program can then design an instructional program to meet the Living Skills interests of the students using what resources are locally available.

Both methods are designed to help programs offer instruction in Living Skills education within the bounds of the Center's resources. The Item Pool permits student input and gives the local educators the opportunity to design an instructional plan that best meets student need. As such, it is a useful tool for educators interested in extending their programs to include instruction in Living Skills.

ITEM POOL

OCCUPATIONAL KNOWLEDGE

[ ] I know how to get a job lead from a friend.
[ ] I know how to get a job lead from a previous employer.
[ ] I am able to write an effective resume'.
[ ] I am able to get an open letter of recommendation from a previous employer.
[ ] I am able to telephone a potential employer to get a job interview.
[ ] I am able to write an effective letter in response to a help wanted ad.
[ ] I am able to perform well in a job interview.
[ ] I am able to accurately complete an application for employment.
[ ] I am able to write an effective letter to follow-up a job interview.
[ ] I know how to all the things needed to get a job.
[ ] I am able to accept a suggestion from my employer appropriately.
[ ] I am able to accept criticism from my employer without over-reacting.
[ ] I am able to clearly explain a problem to a supervisor.
[ ] I am able to provide constructive criticism to a co-worker.
[ ] I am able to compliment a co-worker on their performance.
[ ] I am able to accurately complete a federal income tax return.
[ ] I can do all of the things that are necessary to keep a job once I have one.

OTHER:

_____
_____
_____
_____
_____

HEALTH

[ ] I know how to prevent accidents and injuries at home and at work.
[ ] I am aware of hazards to my safety at home and at work.
[ ] I know how to practice personal habits that lead to good mental health.
[ ] I know how to practice personal habits that lead to good physical health.
[ ] I am able to get along with people.
[ ] I know how to apply basic first aid for cuts, burns, bruises, etc.
[ ] I would be able to contact the correct medical services in an emergency.
[ ] I know how to use effective methods of birth control.
[ ] I would be able to properly care for myself or my wife during pregnancy.

HEALTH (cont'd)

[ ] I would be able to properly care for a new born child.

[ ] I would be able to rear a child in a safe and health manner.

[ ] I would be able to help solve the special problems of teenagers.

[ ] I am able to plan for health and medical insurance.

[ ] I am able to plan and prepare nutritious meals according to my needs and resources.

[ ] I understand federal control of various drugs.

OTHER:

_____

_____

_____

_____

_____

CONSUMER ECONOMICS

[ ] I am able to count and convert coins and currency.

[ ] I am able to budget money and other family resources.

[ ] I can determine the most economical place to shop.

[ ] I am able to buy the best item at the best price.

[ ] I am able to take advantage of sales.

[ ] I can recognize fancy, misleading sales gimmicks.

[ ] I know how to use catalogs to select goods and services.

[ ] I know how to use consumer guides to select goods and services.

[ ] I know why and how to avoid installment payments and buying on credit.

[ ] I can be assertive in returning defective merchandise.

[ ] I am able to calculate sales tax.

[ ] I am able to keep records needed to complete income tax forms.

[ ] I am able to fill out tax forms.

[ ] I know how to get help to fill out tax forms.

OTHER:

_____

_____

_____

_____

_____

GOVERNMENT AND LAW

[ ] I understand the structure and functioning of the federal government.

[ ] I know how to register to vote.

[ ] I know how to change situations by interacting with government personnel.

[ ] I know how to campaign for a candidate or lobby for an issue.

[ ] I know how to affect what is happening in my community or neighborhood.

[ ] I know how to obtain legal documents such as a will, marriage license, or driver's license.

[ ] I know how to obtain services provided by the government such as food stamps, health services, etc.)

[ ] I know how to avoid legal conflicts.

[ ] I know how to resolve legal conflicts.

[ ] I know what is involved in signing legal documents such as contracts or leases.

[ ] I understand my legal rights and would be able to protect them if questioned by the police or placed under arrest.

OTHER:

_____

_____

_____

_____

_____

COMMUNITY RESOURCES

[ ] I know how to gain access to community services such as social security or recreation services.

[ ] I am able to utilize information services of the community.

[ ] I am able to use public transportation.

[ ] I would be able to obtain a driver's license.

[ ] I am able to make travel plans and arrange for someplace to spend the night.

[ ] I am able to use maps to travel.

[ ] I would be able to register a citizen complaint.

[ ] I know how to serve my community.

OTHER:

_____

_____

_____

_____

_____

LIFESTYLE

[ ] I am able to think through my problems and decide what to do.
[ ] I am able to find others who share my interests.
[ ] I can build a sense of community in my life.
[ ] I am able to practice a relaxation technique.
[ ] I can avoid buying things that I don't need.
[ ] I know how to conserve energy.
[ ] I am able to grow my own food.
[ ] I can repair my own house.
[ ] I am able to build my own furniture.
[ ] I know how to make my own clothes.
[ ] I know how to make pottery.
[ ] I know how to play a musical instrument.
[ ] I know how to paint.

OTHER:

_____

_____

_____

_____

_____

Choosing Competencies or Life-Skills:

APL Objectives

APL OBJECTIVES AND INSTRUCTIONAL MODULES

COMMUNITY RESOURCES

Public Assistance

To understand how and when to apply for public assistance.

Recreation

To know the recreational resources available in the community.

Driving

To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

Transportation/Reservations

To be able to use transportation schedules and calculate fares, to locate and use information facilities as well as request information on travel and overnight accommodations.

Information and Aid

To be able to utilize information sources in the community

Mass Media/Public Opinion

To be aware of influences of mass media and how mass media reflects and molds public opinion and to develop critical skills for evaluating reports of mass media.

CONSUMER ECONOMICS

Advertising Techniques

To be aware of advertising techniques and to recognize appropriate and inappropriate forms of advertising.

Counting and Converting

To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

Money Management

To be aware of the basic principles of money management including knowing the basics of consumer decision-making.

Income Tax

To understand the concept of income tax.

Care and Upkeep of Personal Possessions

To know basic procedures for the care and upkeep of personal possessions (home furnishings, appliances, and clothing) and to be able to use resources related to such care.

Catalog Ordering

To use catalogs to select goods and services.

Ordering Food

How to order food and to tip in a restaurant.

Housing/Utilities

To determine housing needs and to know how to obtain housing and utilities based on those needs.

Car Buying/Maintenance

To know how to buy and maintain a car economically.

Insurance

To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his/her family.

Using Credit

To develop an understanding of credit systems.

Consumer Fraud

To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

World Resources

To understand the implications of consumption vis-a-vis finite world resources and to recognize that each individual pattern of consumption influences the general welfare.

Banking Services

To know the banking services available in the community.

Comparison Shopping

To know the principles of comparison shopping including:
(a) buying food
(b) knowing how to take advantage of sales
(c) using consumer guides to select goods and services.

OCCUPATIONAL KNOWLEDGE

Sources of Employment

To identify sources of information about available job positions or opportunities and to be able to use the information in order to obtain employment or a more satisfactory job.

Job Selection and Satisfaction/Aids to Obtaining Satisfactory Employment

Read about occupational categories, including their requirements and suitability to one's needs, knowledges and experiences.

To be aware of vocational testing and counseling and job training programs available in the community.

To determine reasons for job selection and satisfaction other than financial (e.g., location, fringe benefits).

Job Applications and Interviews

To prepare for job applications and interviews.

Employment Agencies

To understand the differences between commercial employment agencies and government employment agencies.

Effective Job Behavior

To recognize what a job calls for in terms of responsibility, attitude, and appearance and to recognize attributes which might lead to promotions and raises.

Financial and Legal Aspects of Employment

To know financial and legal aspects of employment.

HEALTH

Basic Safety Measures/Emergencies and First Aid

To understand how basic safety measures can prevent accidents and to recognize potential hazards, especially as such hazards relate to home and occupational safety. In case of emergency, to be able to apply first aid and to inform proper authorities of an accident, illness, or natural disaster.

Drug Control/Drug Abuse

To understand federal control of drugs and items related to personal use and health protection.

Needs of the Adolescent

To understand the special needs and concerns of the adolescent (and his/her parents) and to become acquainted with some ways to ease the transition from childhood to adulthood.

Self

To be aware of the various aspects of self and to use this understanding to promote personal growth and effective interpersonal coping.

Marriage and Family

To be aware of the responsibility of marriage and family including relationships between family members and to determine sources available for marriage and family counseling.

Parenting and Family Planning

To be aware of responsibilities and duties of a parent (step and natural) and to understand what family planning is and its implications, and to be able to make decisions in regard to family planning and parenthood;

And pending family planning decision, to have knowledge of methods and ways of birth control, including physiological aspects and effectiveness and costs of methods.

Pregnancy and Childbirth

To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.

Child Rearing

To understand general child rearing practices and procedures for developing and guarding the health and safety of a child and to apply proper action in accordance with needs and resources.

Nutrition and Food Preparation

Nutrition (Part A)
To understand what constitutes a balanced diet and to plan balanced meals according to family needs and preferences.

Food Preparation (Part B)
To understand and apply various methods of food preparation and to know the fundamentals of food storage.

Preventive Care and Health Maintenance

To understand what contributes to good mental and physical health and how to maintain them.

GOVERNMENT AND LAW

Government Structure and Function

To understand the concept of government for and by the people and the structure and function of government on local, state and federal levels.

Citizens Rights and Duties

To understand your rights, duties, and responsibilities as a citizen and recognize infringements of your rights.

Protection: Criminal and Civil Law

To know the difference between criminal and civil law; to understand the court system and how to use the legal system in order to protect your rights and possessions.

Legal Documents

To become familiar with various legal documents and the obligations they incur, and to be able to secure and/or execute (or have executed) various legal documents when needed.

Choosing Competencies or Life-Skills:

List of Ranked Competencies

RECOMMENDED LIST OF RANKED COMPETENCIES

RANKING OF COMPETENCIES

KEY: Essential 3
Important 2
Useful 1
Unimportant 0

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	2	1	0	TOTAL POINTS
			The student will demonstrate the ability to:					
1.	1.	39	Count and convert coins and currency	16	0	0	0	48
2.	1.	39	Recognize and utilize traffic signs	16	0	0	0	48
3.	3.	40	Prepare for job applications and interviews	15	1	0	0	47
4.	4.	40	Identify the months of the year and the days of the week	15	0	1	0	46
5.	4.	41	Follow oral directions for carrying out commonly encountered tasks and activities	14	2	0	0	46
6.	4.	41	Use addition, subtraction, multiplication, and division correctly	14	2	0	0	46
7.	7.	42	Pass the written test for a driver's license	13	3	0	0	45
8.	7.	42	Follow written directions for carrying out commonly encountered tasks and activities	13	3	0	0	45
9.	7.	43	Recognize appropriate standards of behavior for employment	13	3	0	0	45
10.	10.	43	Identify sources of information about jobs	12	4	0	0	44
11.	10.	44	Illustrate how basic safety measures can prevent accidents and injuries	13	2	1	0	44
12.	12.	44	Interpret warning and danger signs and symbols	13	1	2	0	43

CLASS Clovis, Ca

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	2	1	0	TOTAL POINTS
13.	12.	45	Identify the types of community services provided for emergency situations	12	3	1	0	43
14.	12.	45	Develop a working vocabulary related to health for reporting of symptoms and following a doctor's directions	12	3	1	0	43
15.	12.	46	Plan a personal educational program leading to a particular career	11	5	0	0	43
16.	12.	46	Apply first aid in emergencies and to inform proper authorities	11	5	0	0	43
17.	12.	47	Manage time and energy effectively	12	3	1	0	43
18.	12.	47	Manage personal and family finances effectively	12	3	1	0	43
19.	19.	48	Select and use necessary medications	13	1	1	1	42
20.	19.	48	Determine housing needs and ways of obtaining housing and utilities	12	2	2	0	42
21.	21.	49	Give oral directions for carrying out tasks and activities	11	3	2	0	41
22.	21.	49	Identify legal rights and responsibilities and procedures for obtaining legal advice	11	3	2	0	41
23.	21.	50	Select what constitutes a balanced diet	11	3	2	0	41
24.	21.	50	List practices which promote healthy living, and describe how they could be applied	10	5	1	0	41
25.	21.	51	Take tests	10	5	1	0	41
26.	26.	51	Locate medical and health services in the community	12	2	2	0	42
27.	27.	52	Identify how and when to apply for community services such as Social Security and Medicare	11	2	3	0	40
28.	27.	52	Determine and carry out medical care which can be handled at home	10	4	2	0	40

CLASS Clovis, C.

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	2	1	0	TOTAL POINTS
29.	27.	53	Explain the concept of taxation and demonstrate ability to complete the short form of the income tax	10	4	2	0	40
30.	27.	53	Illustrate how to buy and maintain a car	9	6	1	0	40
31.	27.	54	Compute and use decimals correctly	9	6	1	0	40
32.	27.	54	Ask and answer questions in a clear and logical manner while conversing with other people	9	6	1	0	40
33.	27.	55	Interpret and evaluate information received from listening, reading, and seeing	9	6	1	0	40
34.	27.	55	Locate information in common reference materials such as dictionaries, yellow pages, encyclopedias, television schedules, etc.	9	6	1	0	40
35.	27.	56	Recognize facts relating to family planning	9	6	1	0	40
36.	27.	56	Write a letter applying for a job	9	6	1	0	40
37.	37.	57	Use the telephone and telephone book effectively	10	4	1	0	39
38.	37.	57	Compute and use percent correctly	10	3	3	0	39
39.	37.	58	Make statements concerning self-worth	9	5	2	0	39
40.	37.	58	Find words and select appropriate meanings in a dictionary	9	5	2	0	39
41.	37.	59	Use weights and measures	8	7	1	0	39
42.	42.	59	Use the services provided by the post office	11	1	3	0	38
43.	42.	60	Prepare a resumé	9	4	3	0	38
44.	42.	60	Discuss advantages and disadvantages of medical insurance and identify available financial aid for health care	9	4	3	0	38
45.	42.	61	Use maps relating to travel needs	9	4	3	0	38

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	4	1	0	TOTAL POINTS
46.	42.	61	Keep financial records of income and expenditures	9	4	3	0	38
47.	42.	62	Use appropriate techniques for problem solving	8	6	2	0	38
48.	42.	62	List the specific health concerns of women, men, children, adolescents and the elderly	7	8	1	0	38
49.	49.	63	Respond appropriately to medical quackery, frauds, and malpractice	8	5	3	0	37
50.	49.	63	Interpret charts, maps, tables, and graphs	8	5	3	0	37
51.	49	64	Write a paragraph with logical sequence	7	7	2	0	37
52.	49.	64	Compute and use fractions correctly	7	7	2	0	37
53.	49.	65	Capitalize and punctuate correctly	7	7	2	0	37
54.	49.	65	List practices which promote dental health	6	9	1	0	37
55.	55.	66	Interpret common legal forms, rules, and ordinances	10	1	4	1	36
56.	55.	66	Identify the use of the various documents which the individual will need as a member of society	9	4	1	2	36
57.	55.	67	Identify selected civil liberties and rights	8	5	2	1	36
58.	55.	67	Identify factors affecting credit-availability, cost, and responsibility	8	4	4	0	36
59.	55.	68	Illustrate general child-rearing practices	7	6	3	0	36
60.	55.	68	Apply the principles of comparison shopping, e.g. groceries	7	6	3	0	36
61.	55.	69	Write sentences without run-ons or fragments.	6	8	2	0	36

CLASS Clovis, Ca.

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	4	1	0	TOTAL POINTS
62.	55.	69	Interpret employment contracts, union agreements, and employer handbooks	6	8	2	0	36
63.	63.	70	Make statements concerning the worth of others	8	4	3	1	35
64.	63.	70	Relate basic procedures for the care and upkeep of personal possessions	7	6	2	1	35
65.	63.	71	Interpret product guarantees and warranties	6	7	3	0	35
66.	63.	71	Use correct subject-verb agreement	6	7	3	0	35
67.	63.	72	Explain the various steps involved in the local voting process	6	7	3	0	35
68.	63.	72	Identify the resources available to the consumer in the face of misleading and/or fraudulent tactics	5	9	2	0	35
69.	63.	73	Use correct verb forms	5	9	2	0	35
70.	70.	73	Utilize techniques to cope with personal conflict and stress	7	4	5	0	34
71.	70.	74	Select a variety of methods and resources for solving family problems	7	4	5	0	34
72.	70.	74	Identify banking services in the community	6	6	4	0	34
73.	70.	75	Illustrate factors which contribute to child abuse and possible solutions	6	6	4	0	34
74.	70.	75	Compute and state the purpose of sales tax	5	8	3	0	34
75.	70.	76	Recognize the problems of parenting and list possible solutions	5	8	3	0	34
76.	76.	76	Determine work-safety procedures required in selected occupations	7	4	4	1	33
77.	76.	77	Recognize danger signals which indicate a person may need professional psychological help	7	3	6	0	33

CLASS Clovis, Ca.

RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	2	1	0	TOTAL POINTS
76.	77	Interpret transportation schedules, calculate fares, find and utilize information facilities	6	5	5	0	33
76.	78	Identify causes, symptoms, prevention and treatment of major chronic and common communicable diseases	5	7	4	0	33
76.	78	Compare and evaluate employee/employer expectations	4	9	3	0	33
76.	79	Cite attributes and skills which may lead to job advancement	4	9	3	0	33
76.	79	Describe the physical and psychological influences of pregnancy	4	9	3	0	33
76.	80	Use parts of speech correctly	4	9	3	0	33
84.	80	Use classified ads to offer and select goods and services	6	5	4	0	32
84.	81	Decide which type of car insurance is best for one's particular circumstances	5	6	5	0	32
84.	81	Spell correctly	5	6	5	0	32
84.	82	Identify advertising techniques	4	9	2	1	32
84.	82	Explain the physical and psychological effects of rape and methods of rape prevention	4	9	2	1	32
84.	83	Utilize information services of the community	4	8	4	0	32
84.	83	List health problems related to drugs, cigarettes and alcohol; identify where treatment may be obtained	4	8	4	0	32
84.	84	List aspects of employment other than financial which would affect the individual's satisfaction with a job	4	8	4	0	32
92.	84	Identify alternatives available for a battered spouse	5	6	4	1	31

CLASS Clovis, C.C.

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	2	1	0	TOTAL POINTS
93.	92.	85	List and compute wages, wage deductions, and benefits as they appear on a paycheck	4	7	5	0	31
94.	92.	85	Identify available vocational testing and counseling services	3	9	4	0	31
95.	92.	86	Explain how local government functions	3	9	4	0	31
96.	92.	86	Illustrate the importance of and ways to conserve energy in the home	2	11	3	0	31
97.	97.	87	Take advantage of sales	5	4	7	0	30
98.	97.	87	Write a letter ordering an item	4	7	4	1	30
99.	97.	88	Demonstrate how to order restaurant food and leave an appropriate tip	4	6	6	0	30
100.	97.	88	List home theft prevention measures	4	6	6	0	30
101.	101.	89	Solve problems in home maintenance	3	8	4	0	29
102.	101.	89	Interpret information about permit requirements	6	3	5	2	29
103.	101.	90	Identify the best buys from different stores where home furnishings can be purchased	4	6	5	1	29
104.	101.	90	Participate in a small group situation	4	6	5	1	29
105.	101.	91	Write a letter of complaint	4	5	7	0	29
106.	101.	91	List and evaluate individual actions that reduce the use of energy and conserve resources	3	8	4	1	29
107.	101.	92	Identify the people and agencies who have the job of registering and acting upon citizen complaints	2	10	3	1	29
108.	101.	92	Evaluate the advantages and disadvantages of life insurance	1	11	4	0	29

CLASS Clovis, C.C.

NO.	RANK	PAGE NO.	COMPETENCY	NUMBER OF TIMES RANKED 3	2	1	0	TOTAL POINTS
110.	109.	93	Illustrate the special needs of the aged, physically handicapped, mentally retarded, emotionally disturbed and terminally ill	3	6	7	0	28
111.	101.	93	Describe and evaluate the contributions and special problems of women and minority groups in the work force	2	9	4	1	28
114.	112.	94	Read and comprehend a variety of materials including fiction, non-fiction, drama, and poetry.	3	7	4	2	27
115.	112.	94	Summarize the content of a speech or discussion	3	6	6	1	27
119.	112.	95	List the three branches of the Federal government and explain the structure and function of each	2	8	5	1	27
120.	112.	95	Develop a personal exercise program that would promote physical fitness	1	10	4	1	27
123.	121.	96	Discuss and evaluate selected current events	2	7	6	1	26
124.	124.	96	Summarize the content of a brief TV slide or film presentation	2	7	5	2	25
125.	124.	97	Identify basic rights of non-citizens within the American legal system	4	5	3	4	25

CLASS Clovis, C.A.

APPENDIX 3

"Suggestions for Organizing an APL Classroom or Learning Center"

WAYS OF ORGANIZING AN APL CLASSROOM OR LEARNING CENTER

There are primarily three kinds of situations in ABE in Texas: learning centers, classes which meet in a facility that is not predominately an ABE facility; and classes which meet in an ABE facility. Your particular ABE situation may even be a combination of two or more of these. However, we have listed suggestions for organizing under those headings. Please bear in mind that these are only suggestions. They are not engraved in stone but examples of some of the ways that teachers have chosen to organize. Your method of organization may be entirely different AND JUST AS USEFUL, if not more so. But, if you'd like some ideas on organizing read on.....

1. Suggestions for organizing in an ABE LEARNING CENTER:

   A. Use learning packets which could contain:
      1. An instruction sheet for the student. This would not be a programmed material, but rather a self-paced set of activities.

      2. Materials the student consumes (e.g., worksheets). Keep 20 or so copies in the packet, and replace consumable copies when necessary.

      3. Materials which the student uses but which are permanent parts of the packet (e.g., Steck-Vaughn's Buying Guides in a packet on comparison shopping). This material could be a workbook, text, filmstrip, tape, etc.

      4. A method of evaluating student progress. This could take several forms--it could be a "checklist" (or a series of them) where the student simply checks with you in regard to his/her progress on, say, a worksheet. You, in turn, know the criterion for progress on to the next activity or if recycling into additional study and/or practice is necessary. Or, if the learning packet is a "culminating" group of activities, you may want to include a "post test." For example, you may have a series of three learning packets on banking--one for checking accounts, one for savings accounts, and one for other bank services. After a student finishes all three, the last one in the series would contain a post test on the entire topic of banking.

         An evaluation could also be "self-evaluative" where the student checks his/her own answers, and knows the criterion for progress/recycling. The instruction sheet might say something like "After finishing this activity, check your answers on p. 55. If you answer 5 of the 7 correctly, go on to the packet called '(whatever the next packet is).' If you missed more than 2, use the worksheet called"....

         Using learning packets frees a teacher for duties which only a teacher can perform such as deciding on additional practice that is necessary for a skill, encouraging a student whose progress is slow, etc.

B. Use a set "curriculum" which depends on skill levels:

1. There would be one "curriculum" for basic level students, one for intermediate level students, and one for pre-GED level students.

2. In this organizational pattern, your activities in all three curricula would be similar, but your materials would be different. For instance, learners on all three levels could be learning about banking; however, basic level students might be using a New Reader's Press "Be Informed" pamphlet, while intermediate level students are using a Steck-Vaughn Family Development Series worktext, and pre-GED students are using the Cambridge APL Series (Reading for Survival).

3. In this method of organizing, you would have established lesson plans, complete with activity and materials to be used. You would assign these activities and materials to the students according to results of their skills and APL diagnosis.

C. Use a "learning station" approach: You might divide the center into a Consumer Economics area, an Occupational Knowledge area, and so on. Then, subdivide the areas into "stations" where activities are kept for specific objectives or topics (you could install some stations into those "learning carrels" we all seem to have and not use....) Then, all of the Consumer Ec. materials would be in that area, with specific stations for Banking, Comparison Shopping, and so on. You could also use the learning packet approach within the learning stations.

II. Suggestions for organizing classes which meet in a facility that is NOT PREDOMINATELY AN ABE FACILITY:

Obviously, here the problem is the possibility of your not having any place to call your own--a desk, a storage area, etc. Therefore, almost everything you use in a class you will have to bring with you. If you teach in this kind of situation, you probably work out of the trunk of your car.

A. Use a "small group" approach, where learners on similar skill levels work on an APL topic together. Then, learners can listen to a presentation by you, do individual work, discuss topics (while you are doing a presentation to another group) or help each other arrive at conclusions (problem solving!!). In any case, use a "core" set of materials (one which covers many APL topics reasonably well) so that your supplementing--lugging papers and books--is kept to a minimum.

B. Use a set "modus operandi" or method of operating. It might be something like: the first 20 minutes of class the entire group listens to and participates in a presentation by you (or a discussion, whatever). This could be a "how-to-do-something" lesson (unit price, fill out a check, etc.). Then, individualize according to skill levels, so that the needed skill practice is accomplished. If you are working on nutrition, then

assign people who need practice in fractions a worksheet on dividing a recipe in half. Assign people who need comprehension skills in reading a reading passage and comprehension questions to answer on the topic of the Basic Four Food Groups. You could even have each group present to the other about what they had learned (or reviewed) that evening.

III. Suggestions for organizing classes which meet in an ABE FACILITY.

A. Organize your materials on shelves by topics and levels. You can label the divisions with one of the plastic label guns or by writing the topic and level on a small piece of paper and scotch-taping over it. Your labels might look something like:

BANKING: Checking Accounts--Reading

BANKING: Savings Accounts--Math

If you desire, you can color code the levels (yellow for basic, blue for intermediate, pink for GED) or call them level A, level B, level C, or levels 1, 2, and 3.

This method of organizing would work best in a teacher-directed classroom, where you do 99% of the directions for activities.

If you don't have shelves, filing cabinets would work too. So would bookcases, desk drawers, large cardboard boxes, or whatever containers are available.

B. If your classes are a combination of large group, small group and individual work, look at the suggestions contained under IA, IC, IIA and IIB.

SUGGESTIONS FOR ACTIVITIES FOR DIFFERENT SKILLS

READING	WRITING	SPEAKING, LISTENING & VIEWING
1. booklets and pamphlets 2. charts 3. comprehension exercises a. main idea b. detail c. inference 4. vocabulary work a. flash cards b. language master c. worksheets d. any of above with audio tape e. crossword puzzle 5. advertisements 6. newspaper articles 7. comic strips	1. writing sentences (use vocabulary) 2. writing letters 3 writing paragraphs 4. writing lists (include alphabetical order) 5. completing information in a chart 6. filling in forms	1. films 2. film strips 3. audio tapes a. dialogue b. content 4. video tapes 5. photographs 6. diagrams 7. TV programs & commercials 8. speakers (resource persons)
INTERPERSONAL RELATIONS	**PROBLEM SOLVING**	**COMPUTATION**
1. hypothetical situations 2. telephone calls 3. role-playing 4. real situations	1. hypothetical situations 2. real problems: step-by-step solutions 3. group problem-solving (brainstorming) 4. personal decisions	1. worksheets (practice) 2. "realia" materials 3. manipulative materials 4. audio tape and booklet } Could be combined 5. programmed materials (immediate feedback) }

REMEMBER:

Reading, Listening, Viewing } "intake" skills. The most important aspect is comprehension.

Writing, Speaking } "output" skills. The most important aspect is organization.